Extended School Services
OKH Daytime Waiver Program Evaluation 2019-2020

PLEASE TYPE ANSWERS IN GRAY AREAS

Collection Date:	5/21/20
District Name:	Nelson
District Code (Number):	451
District ESS Coordinator's Name:	Karen Lee
School Name:	Old Kentucky Home Middle School
School Code (Number):	090
School ESS Coordinator's Name:	Becky Gilliam
Total # of students who received services in this program:	19
Number of staff employed using daytime ESS funds:	1_ Certified 0_ Classified 0_ Peer Tutor 0_ Volunteer

Collaborative Partners: (People/Organizations with whom you collaborate for ESS funds and resources) (*select all that apply*): ??

___ 21st Century ___FRSYSC ___GEAR UP ___Private Grant ___Reading First ___AmeriCorps ___KCSVO

___Title I ___Retired Teacher Organization ___Other:_X_None of the above_____

Targeted Content Areas of daytime program (*select all that apply*):

_x_ Math _x_ Reading/ Language Arts _x_ Social Studies _x_ Science __ Writing

____ Other:____Social Skills and Conflict Resolution_____

Program Delivery Model: Under what circumstances, or in what format, were daytime ESS serviced delivered?

___After Classroom Instruction ___Collaborative (during class) **_X_**During enrichment/elective course
___During Intervention Class/Time ___ During independent practice time ___Credit Recovery Course/Class

Brief description of program: (this area will expand as you type) From your description, it should be clear how students were selected for participation, how and how often their progress was measured, and how students were able to exit the ESS Daytime program. You should also include information on who delivered services and how often those services were delivered.

Students were selected as follows: At the end of each quarter, non-IEP students with failing grades in the core classes (ELA, math, science, social studies) were identified through IC. Teachers provided the standards which these students did not master in a tracking sheet in Google Docs on a per-term basis. Work was assigned for each missed standard in Plato Edmentum. Successful completion of each standard was color-coded in the tracking sheet. When a student had successfully completed all work associated with the missed standards for a given core class and term, the teacher and counselor were notified by the ESS Coordinator, and the corresponding grade in IC was adjusted to a passing grade.

Identified students attended ESS twice a week, on Mondays and Wednesdays. They attended ESS during non-core classes for a total of 1-2 class hours per day, depending on their assignment loads. Students were monitored continuously for progress through Plato, at a minimum once for every hour they spent in ESS, usually more frequently. They received one-on-one teaching and tutoring from the ESS Coordinator per request, if the tracking tool in Plato showed multiple unsuccessful attempts, and/or if the ESS Coordinator felt additional support or explanation was needed based on student behavior or time spent on the assignments. Most assignments for each standard consisted of a tutorial and a mastery test with 5 questions. Standards were considered "passed" if students could pass these mastery tests with 80% or better. 70% or better was used for tests with more questions. Students were released from ESS once they passed all the assigned work, on a per-term basis.

Program Results

Number of students who improved as a result of services:	__14__ improved	Students mastered all objectives missing from each teachers' class during ESS or on their own time.
Number of students who did not improve in level of achievement as a result of services:	_5 Did not Improve (Sustained) + _0_ Performance Declined	All the students that did not improve just needed more one on one time with the ESS teacher. This time was drastically reduced due to the closing of schools due to COVID 19. However, the 5 students could have completed at home, but did not. (2 of the students had excessive absences as well)
Number of students who were able to graduate as a result of ESS intervention services:	____ Students (all will continue)	N/A for middle school
Number of students who were able to move on to the next grade level (were not retained) as a result of ESS intervention services:	___19___ Students	
If there are students who did not improve (from the box above), provide a brief plan for reaching those students to ensure improvement and/or an explanation of why the students failed to improve (i.e. student moved during program, student attendance was a factor, etc):		1. Student should complete work with ESS teacher (attention should be focused) 2. Student should finish work outside of ESS time. 3. Students should attend school more regularly.
Does your school wish to implement this program again next school year? (Select One)	_x_Yes ___No	
Brief description of any planned changes to program for next year of implementation (or a brief explanation of why the program is being discontinued): (this area will expand as you type) We plan to begin the program at the start of the school year 2020-2021 in order for interventions to be in real time rather than waiting until a student has failed a class.		.

_//_ **___05. .20__**
Signature District ESS Coordinator's (Date)

/Rebecca B. Gilliam/ **__05.26.20__**
Signature School contact (Date)

/Melissa Case/ **__05.21.20____**
Signature School Principal (Date)